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ABSTRACT

Four life adjustment areas for the educable mentally handicapped are outlined on three levels: primary, intermediate, and early secondary. These areas are self realization, social awareness, human relationships, and economic efficiency. A sample lesson plan is provided on each of the three levels; also provided are a cross reference to content and a list of suggested activities. (JD)

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SOCIAL STUDIES CONCEPTS FOR EDUCABLE MENTALLY RETARDED

BUFFALO PUBLIC SCHOOLS BUFFALO NEW YORK
DIVISION OF CURRICULUM EVALUATION AND DEVELOPMENT

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FOREWORD

Changes in our society which present many educational challenges have led to an increased concern for and emphasis upon the school curriculum. Methods and procedures of the past are no longer adequate to our needs. The explosion of knowledge in many areas and new understandings of the learning behavior of children require constant revision of existing programs. For this reason, the Board of Education, upon my recommendation, created a Division of Curriculum Evaluation and Development. This Division is now engaged in the process of developing new courses of study and revising long established curriculums.

The Guide, Social Studies Concepts for Educable Mentally Retarded, contains more than social studies content. It is a program designed to help the child utilize and exercise his powers and abilities, both mental and physical to the greatest degree. It is concerned with his total adjustment to the life situation. The guide contains material which would be considered incidental to a regular class, but which, of necessity, must be formally presented and taught to retarded youngsters. A committee of classroom teachers, working under the guidance of the Director of Education for Mentally Retarded, prepared this excellent guide. I wish to commend the committee members for their valuable contribution.

JOSEPH MANCH

Superintendent of Schools

INTRODUCTION

This guide has been designed as a program in social studies for use by teachers of educable or moderately educable retarded children within the age range of 7 - 12, possessing an I. Q. of 50 - 75.

Social studies has been defined as that which is concerned with the study of social relationships and the functioning of society, and usually includes such areas as history, government, economics, sociology and geography. More concisely, it is the relationship of self to society. Subject matter included in this guide has been taken from many areas of social studies and has been adapted to conform to the levels of understanding of the moderately retarded educable child.

The basic philosophy of this guide is utilitarian since it has been designed to meet the needs of the special class child in coping with his environment at home, in school and in the community.

Four broad life adjustment areas are included in this guide: Self Realization, Human Relationships, Social Awareness and Economic Efficiency. These areas have been considered at three levels: Primary, Intermediate and Early Secondary. Woven into these four areas is the social studies content.

No attempt has been made to organize the content into chronological order. Rather, content has been arranged and placed within appropriate life adjustment areas and grade levels within the curriculum.

Since the purpose of this guide is to present concepts, no attempt has been made to include specific activities or resource materials. In using this guide the teacher is encouraged to be flexible, extending or deleting the various areas in accordance with the capabilities, needs and experience of the students.

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OVERVIEW

All children have certain basic needs. Educable children are no different; their basic needs are no different. They need to have learning experiences, to practice in learning cooperation, to develop a healthy self-concept, to develop good social habits and to learn emotional control. This curriculum attempts to foster these needs through the development of the four life adjustment areas during the child's school career. For the sake of clarity and communication, these four areas are briefly outlined below:

Self-realization — Hopefully, the child will learn and apply essential attitudes and values which will enable him to understand and adjust to his strengths and weaknesses, thus fostering a feeling of security and self-reliance, enabling him to fulfill himself as a human being.

Social-Awareness — Concern in this area is chiefly with focusing a proper perspective on everyday living through developing necessary social acceptability within his immediate group and later within his expanding circle of experience in the community.

Human Relationships — This life adjustment area aims at aiding students in the attainment of values needed to develop a working relationship in dealing with people and to become a contributing member of our society.

Economic Efficiency — In this area, emphasis is placed upon the value of money and job opportunities in an attempt to insure economic security, stability and adaptability within a changing economic structure.

PRIMARY INTRODUCTION

The prime concern in the primary area is the developing of self-confidence and a feeling of worth within the child.

He is held responsible for self-care. Pride in his appearance is stressed. The elements of nutrition are begun by an introduction to common, wholesome foods.

Concern at the primary level is chiefly limited to the child and his immediate environment, social and physical. Therefore, he must learn to deal with others and begin to interact with his classmates and, to a limited extent, with adults he meets.

Finally, a study of the community begins with the child's neighborhood and further develops into familiar helpers in the community. Thus, the child begins to study about the environment to which he will later contribute.

I — SELF-REALIZATION

A. *TO DEVELOP AS A WORTHWHILE HUMAN BEING:*

1. Proper sex role
    a. Types of clothing for men and women
    b. Types of jobs typically performed by each sex
2. Self-confidence
    a. Recognition of work well done
    b. Sharing achievements with classmates
3. Leadership
    a. Volunteering answers
    b. Leading a class
    c. Speaking in front of the group
4. Expressing feelings and reactions in acceptable ways
    a. Controlling temper
    b. Adjusting to other people's ideas
    c. Overcoming shyness
    d. Overcoming tendency to cry in difficult situations

B. *TO BEGIN LEARNING RESPONSIBILITY OF SELF-CARE:*

1. Clothing
    a. Proper care in school
        (1) Hanging wraps
        (2) Cleaning shoes (polishing)
        (3) Tying shoelaces
    b. Identifying garments
        (1) Names of articles of clothing — shoes, nightclothes, dresses, stockings, etc.
        (2) Suitable clothing for weather
            (a) Winter
            (b) Summer
            (c) Rainy days
            (d) Sunny days
            (e) Fall & spring
2. Lavatory habits
    a. Keeping floor clean
    b. Flushing toilets

c. Washing hands after use of lavatory

d. Keeping sinks clean

C. *TO LEARN MORE ABOUT ONE'S OWN NEIGHBORHOOD:*

1. Knowledge of one's street

a. House numbers

b. Location of own house

c. Neighborhood store

2. Knowledge of neighborhood

a. Proper play areas

b. Way to school

c. Identification of landmarks

d. Street signs

D. *TO BEGIN TO SET SHORT TERM REALISTIC GOALS:*

1. Traveling to and from school alone

2. Dressing self without assistance

3. Working independently for short periods

II — SOCIAL AWARENESS

A. *TO LEARN TO RELATE TO AND INTERACT WITH THE CLASS:*

1. Classmates' names

2. Classroom rules

3. Distinguishing personalities of classmates

B. *TO LEARN TO DIFFERENTIATE BETWEEN CORRECT RESPONSE TO ADULTS AND PEERS:*

1. Proper titles

a. Mr.

b. Mrs.

c. Miss

d. Dr.

2. Proper last names of school personnel

a. Principal

b. Teachers

c. School clerk

d. Custodian

c. School doctor

f. Nurse

C. *TO INTRODUCE PURPOSE AND USE OF PHONE:*

1. Purpose of phone

a. Emergency calls

b. Friendly calls

c. Business calls

2. Use of phone

a. Calling operator

b. Proper dialing procedures

c. Voice modulation (use of voice)

d. Holding telephone properly

e. Hanging phone up properly

D. *TO LEARN ACCEPTABLE DINING ETIQUETTE:*

1. Table setting

a. Napkins

b. Placement of silver

c. Glassware

2. Manners

a. Passing food rather than reaching

b. Eating slowly, mouth closed

c. Using utensils properly

d. Taking correct portions of food

e. Using a napkin

E. *TO LEARN MODES OF TRANSPORTATION*:

1. School bus

a. Behavior on school bus

(1) Sitting in seats

(2) Keeping arms and hands inside bus

(3) Speaking softly

(4) Walking on bus

(5) Using waste can on bus

2. City bus

a. Paying fare

b. Stopping at bus stop

c. Comparison of school and commercial bus routes

3. Automobiles, trucks and taxicabs

4. Boats

a. Freight

b. Passenger

c. Private

(1) Canoes

(2) Rowboats

(3) Speedboats

5. Trains

a. Passenger

(1) Coach

(2) Pullman

(3) Dining cars

b. Freight

(1) Cattle (box car)

(2) Tank car

(3) Gondola

(4) Refrigerator cars

c. Milk cars

6. Planes

a. Passenger

b. Freight

c. Helicopter

F. *TO LEARN ABOUT COMMON FOODS*:

1. Names of common foods

a. Fruits

b. Vegetables

c. Meats, poultry and fish

d. Beverages

e. Breads and cereals

2. Suitable foods for each meal

a. Breakfast

b. Lunch

c. Dinner

d. Snacks

G. *TO LEARN ABOUT THE INTERIOR COMPOSITION OF A HOME*:

1. Rooms and uses

a. Kitchen

b. Bedroom(s)

c. Bathroom

d. Living room

e. Dining room

f. Closets

2. Types of furniture and appliances

a. Location

b. Proper use of furniture

(1) Sitting down carefully

(2) Keeping shoes off furniture

III — HUMAN RELATIONSHIPS

A. *TO LEARN TO ADJUST TO CLASRSOOM SURROUNDINGS AND ROUTINES:*

1. Morning routines

2. Work corners

3. Lavatory procedure

4. Lunch procedures

5. Dismissal procedures

B. *TO LEARN TO ACCEPT INDIVIDUAL DIFFERENCES IN ABILITIES IN RELATING TO THE GROUP:*

1. Mental ability

2. Physical ability

a. Strength

b. Coordination

3. Special talents

C. *TO PRACTICE COURTESY TO SCHOOL PERSONNEL:*

1. Using names of school personnel

2. Using polite expressions

a. Please

b. Excuse me

c. Thank you

3. Requesting services and supplies courteously

D. *TO UNDERSTAND CONTRIBUTIONS OF OTHER PEOPLE TO THE COMMUNITY:*

1. Roles of community helpers

a. Services

b. Goods

2. Community helpers

a. Fireman

b. Mailman

c. Milkman

d. Barber

e. Policeman — Crossing Guard

f. Nurse

g. Doctor

h. Dentist

i. Grocer

E. *TO LEARN TO SHARE IN SCHOOL:*

1. Borrowing

2. Conserving limited materials

3. Taking turns

F. *TO DEVELOP A SENSE OF FAMILY UNITY THROUGH KNOWLEDGE OF THE VARIOUS ASPECTS OF HOME LIVING:*

1. Role of father

a. Earning wages

b. Maintaining house and property

2. Role of mother

a. Care of family

b. Care of home

c. Outside work

3. Children's role

a. Sharing household duties

(1) Setting table
(2) Washing dishes
(3) Taking out garbage
(4) Dusting
(5) Helping with younger children
(6) Running errands
(7) Cleaning own room

4. Family fun

a. Games
b. Trips
c. Picnics
d. Family projects

IV — ECONOMIC EFFICIENCY

A. *TO UNDERSTAND THAT MONEY IS A MEDIUM OF EXCHANGE:*

1. Trading

a. Objects of equal value
b. Problems in exchanging goods
c. Desirability of a medium of exchange

2. Money as medium of exchange

a. Buying goods

(1) Foods
(2) Clothing
(3) Toys

b. Obtaining services

(1) Bus service
(2) Recreation

B. *TO REALIZE THE VALUE OF MONEY IN RELATION TO PURCHASES:*

1. Knowing value of coins
2. Number versus value of coins
3. Comparison of coins and food costs

C. *TO UNDERSTAND HOW FOOD IS OBTAINED:*

1. Food grown on the farm

a. Vegetables — lettuce, corn, peas, beans, tomatoes, carrots, potatoes, celery
b. Grains — wheat, oats, rye
c. Fruits — apples, oranges, grapes, bananas, peaches, pears, cherries

2. Food obtained from animals — meats and poultry

a. Cattle — beef, veal
b. Pigs — pork
c. Sheep — lamb
d. Poultry —chicken, ducks, geese, turkey

3. Food obtained from the sea

a. Fish
b. Clams
c. Shrimp
d. Oysters

4. Food obtained from dairy farms

a. Milk
b. Butter
c. Cream
d. Cheese
e. Skim milk, chocolate milk, etc.

5. Where food is purchased

a. Large supermarkets
b. Neighborhood stores
c. Specialty stores

(1) Bakery
(2) Fruit and vegetable stands
(3) Meat markets
(4) Fish markets

A PRIMARY LESSON PLAN

General Objective: To help pupil realize the value of money in relation to purchase.

Specific Objective: To learn the value of coins: Number of coins versus value of coins.

Materials: Pennies, nickels, dimes, quarters, chart showing money values, and film strip.

Motivation: Use a pupil for demonstration purposes. Tell him you are going to give him some money. However, he must tell you whether he wants five nickels or five dimes. Show the money to the child and the class.

Procedure: 1. Ask the pupil why he chose that particular amount.

2. Ask class if they would choose the same.

3. Discuss which is of more value — five nickels or five dimes.

4. Why?

5. Measure a nickel and a dime. Do sizes make a difference in value?

6. Talk about and compare various coins as to value and size.

7. Compare real money to money shown on chart.

Summary: *Show film strip* — "Time and Money" (last 13 frames)

Evaluation: Use a ditto showing various groups of money, all of an equal number of coins but having different values. Have pupils circle the group which shows the greater value.

Correlating Activities: LANGUAGE ARTS — Learning to spell money, nickel, dime, penny, quarter, half-dollar and plurals of each.

Using words in sentences.

SOCIAL STUDIES — Playing store to learn money values.

INTERMEDIATE INTRODUCTION

At this level, the child has experiences which further develop confidence and pride in his own ability. If he learns to be at ease in conversing with people, dresses properly and possesses the elements of good grooming, the above goals will be attained.

To foster his successful interactions with people, the child must learn self-control and be aware of the feelings of others.

He also needs to be aware of the elements of cooperation and honesty in his relationships with other people. Coupled with these learnings is also that of understanding and appreciating others whose cultures and backgrounds differ from his own.

An expanding knowledge of the community is also important for the intermediate child. Transportation, mass media, dental and medical facilities, and postal services are among the material presented to broaden the child's scope. Thus, the child is further guided in adjusting to his environment.

I — SELF-REALIZATION

A. *TO DEVELOP HABITS OF SELF-DISCIPLINE*:

1. Thinking before acting
   a. Speech
   b. Physical response
2. Helping others
   a. Awareness of need for help
   b. Volunteering assistance
3. Caring for school property
   a. Picking up papers in halls
   b. Defacing walls
   c. Keeping lavatory clean
   d. Keeping cafeteria neat
4. Traveling to and from school safely
   a. Showing respect for crossing guard
   b. Using sidewalks
   c. Observing traffic signals
   d. Crossing streets carefully
   e. Avoiding strangers
5. Maintaining positive attitudes toward necessary tasks
   a. Avoiding complaint and negative reactions
   b. Complying in adverse situations

B. *TO DEVELOP PRIDE IN CARING FOR THE HOME*:

1. Interior
   a. Care of own room
   b. Minor repairs
      (1) Attaching racks, hooks, shelves
      (2) Gluing broken chairs, fixtures
      (3) Clearing drains
      (4) Painting
      (5) Cleaning and organizing basement and attic
2. Exterior
   a. Lawn, walks
   b. Porches
   c. Garbage cans, care and storage
   d. Windows, washing

3. Preparing simple dishes

a. Sandwiches

b. Eggs

c. Toast

d. Hamburgers and hot dogs

e. Prepared soups

f. Jello

g. Cookies and cake mixes

h. Frozen foods

C. *TO DEVELOP SELF-CONFIDENCE*:

1. Handling one's own feelings

a. Stress situations

b. Emergencies

c. Happy situations

2. Developing positive attitudes toward success and failure

a. Recognizing differences in individual abilities

b. Knowing one's strengths and weaknesses

c. Accepting teacher's help and criticism

D. *TO RECOGNIZE STEPS IN ACHIEVING A LONG-TERM GOAL*:

1. Setting goal (Deciding to purchase a ball)

2. Realizing time lapse before attainment of goal (Estimating time when ball can be purchased)

3. Beginning with first step (Determining cost of ball)

4. Proceeding in sequential order (Saving money each week)

5. Evaluating progress as task proceeds (Counting periodically to determine amount saved)

II — *SOCIAL AWARENESS*

A. *TO LEARN REQUISITES OF GOOD GROOMING*:

1. Daily bath

2. Hair care

3. Clean nails and hands

4. Shoes shined

5. Care of clothing

a. Clean clothing

(1) Washing by hand

(2) Ironing, correct temperature for fabric — steam or dry ironing

(3) Using Laundromat

(4) Dry cleaning

b. Repair of clothing

(1) Mending rips, tears

(2) Sewing buttons

c. Fit of clothing

(1) Proper size

(2) Length of skirt and trousers

B. *TO FOSTER AN AWARENESS OF SUITABLE CLOTHES FOR THE OCCASION*:

1. School

2. Church, concerts, theaters

3. Field trips

4. Vacations, outdoor play

5. Parties

C. *TO LEARN COURTESY IN MEETING AND TALKING TO PEOPLE*:

1. Proper introductions

a. Voice tone

b. Eye contact

c. Posture

d. Conversation

e. Standing when someone enters a room

(1) An older person

(2) Someone of importance

(3) Women

2. Telephone courtesy

a. Identifying self on phone

b. Stating business concisely

c. Limiting conversation

d. Terminating conversation

3. Use of public phones

a. Calling in case of emergency

b. Possessing correct change

c. Identifying public telephones

(1) Booths

(2) Signs

d. Respecting telephone company property

D. *TO LEARN THE NECESSITY FOR COOPERATION WITHIN A GROUP TO ACHIEVE A GOAL:*

1. Working as a team

2. Compromising

3. Doing one's own share of work

E. *TO LEARN THE USE OF CITY-WIDE TRANSPORTATION:*

1. Bus

a. Courtesy to driver

(1) Having correct fare ready

(2) Asking politely for change

(3) Asking politely for transfer

b. Courtesy to passengers

(1) Moving to rear of bus

(2) Offering seat

(3) Walking carefully

c. Bus routes

(1) Traveling to and from school

(2) Traveling to and from shopping area

2. Taxicabs

3. Automobiles

F. *TO DEVELOP FAMILIARITY WITH MASS MEDIA:*

1. Newspapers

a. Types

(1) Daily — morning and evening

(2) Weekly

(3) Neighborhood

b. Content

(1) Index

(2) Weather report

(3) Picture page

(4) Headlines

(5) Local news

(6) Comics

2. Television

a. Knowledge of channels

(1) Public

(2) Educational

b. Use of T. V. Schedule in newspaper

c. Awareness of types of programs

(1) News, weather, sports

(2) Specials

d. Moderate use

3. Radio

4. Magazines

G. *TO USE LEISURE TIME WISELY*:

1. Inexpensive or free recreational facilities

a. Zoo

b. Museum

c. Historical Building

d. City Parks

e. Community centers

2. Organizations and youth clubs

a. P. A. L.

b. Y. M. C. A. and Y. W. C. A.

c. Boys' Club —Neighborhood House

d. Church centers

3. Moderate cost entertainment

a. Movies

b. Seasonal sports

4. Development of hobbies

III — HUMAN RELATIONSHIPS

A. *TO UNDERSTAND THE FEELINGS OF PEERS*:

1. Effect of a kind or unkind act

2. Awareness of emotional states

a. Happiness

b. Worry

c. Sadness

d. Disturbance

e. Anger

f. Grief

B. *TO LEARN TO EXERCISE SELF-CONTROL IN RELATION TO OTHERS*:

1. Controlling speech

2. Controlling physical activity

a. School

(1) Playground

(2) Cafeteria

(3) Gym

(4) Auditorium

(5) Drills

(6) Classrooms

b. Community — Respect for public and private property

(1) Stealing

(2) Destroying

(3) Defacing

C. *TO UNDERSTAND AND APPRECIATE OTHER CULTURAL GROUPS*:

1. Similarities

a. Dress

b. Common citizenship — American

c. Common language

2. Differences

a. Religious festivals

b. Characteristic foods and dishes

c. Music and folk dances

d. Native dress

D. *TO LEARN HOW TO INTERACT WITH COMMUNITY WORKERS*:

1. Realization of the importance of work well done
2. Avoiding snobbish attitude toward work
3. Community helpers
   a. Sanitation engineer
   b. Gas station attendant
   c. Druggist
   d. Meter reader
   e. Social worker

E. *TO FOSTER TRUTHFULNESS AND HONESTY IN RELATIONSHIPS WITH OTHERS*:

1. Friendships
2. Trust in oneself
3. Feelings of self worth
4. Value of good reputation
5. Honesty in situations
   a. Returning objects found
   b. Admitting a wrongdoing
   c. Telling the truth versus lying
   d. "Tattling" — when to talk

IV — ECONOMIC EFFICIENCY

A. *TO MAKE THE CHILD AWARE OF WAYS IN WHICH TO EARN AND SAVE MONEY*:

1. Within the home
   a. Errands
   b. Household duties
2. Outside the home
   a. Newspaper boy
   b. Shoveling snow
   c. Babysitting
   d. Lawn care
3. Ways to save
   a. Piggy bank
   b. School savings
   c. Bank savings other than school

B. *TO LEARN HOW TO OBTAIN MEDICAL AND DENTAL SERVICES*:

1. Obtaining services in an emergency
   a. Emergency room in any hospital
   b. Police rescue squad
   c. Fire rescue squad
2. Obtaining services
   a. Well-baby clinic
   b. Wettlaufer Clinic
   c. Lions Club — glasses
   d. Meyer Memorial Clinic
   e. City Hall — chest x-ray
   f. U. B. Dental Clinic
   g. Public School Dental Care

C. *TO LEARN HOW FOOD IS PROCESSED*:

1. Dairy products
   a. Pasteurization of milk
   b. Products from milk
      (1) Butter
      (2) Skimmed milk
      (3) Buttermilk
      (4) Chocolate milk
      (5) Creams
      (6) Cheeses, especially cottage cheese

2. Processes

a. Canning

b. Drying

c. Packaging

d. Powdering

e. Salting

f. Smoking

g. Freezing

D. *TO LEARN WHAT CLOTHING IS MADE OF*:

1. Materials

a. Wools

b. Cottons

c. Synthetics

d. Leather

2. Sources

a. Plant

b. Man-made

c. Animal

3. How clothes are made

a. Leather goods

(1) Obtaining hides

(2) Tanning

(3) Factory processes

(4) Finished products

b. Fabrics

(1) Plant or animal fibers

(2) Spinning the fiber

(3) Factory process involved in producing cloth

(4) Products made from cloth
(a) Yard goods
(b) Ready-made clothing

E. *TO LEARN ABOUT MATERIALS USED IN CONSTRUCTING A HOUSE*:

1. Metals

a. Aluminum

b. Steel

c. Copper

2. Bricks and concrete

3. Lumber

a. Source of lumber

b. Types of lumber

(1) Hard wood

(2) Soft wood

c. Utility of woods

(1) Exterior

(2) Interior

F. *TO LEARN SERVICES OF THE POST OFFICE*:

1. Mail

a. Letters

(1) Air Mail

(2) Regular

(3) Registered letter

b. Parcel Post

(1) Packages

(2) Live animals

2. Other services

a. Stamps

b. Postal money orders

c. Savings stamps

INTERMEDIATE LESSON PLAN

General Objective: To know more about community workers in the neighborhood.

Specific Objective: To develop an understanding of the duties of a gas station attendant.

Materials: Picture of gas station with attendant (or model of gas station and car if available), experience chart.

Motivation: Show picture of station (or model) and ask if children have ever stopped at a station and what services were obtained.

Procedure: 1. Explain terms used around station — Example: grease job, oil change, radiator, battery, flat, "fill her up."

2. Develop experience story on blackboard about gas station attendant and his duties.

Summary: 1. Oral review of "terms" used.

2. Review story by reading it.

Evaluation: See how many of the terms the children can remember. List on board.

Possible Correlations:

ART — Draw pictures of a gas station
Draw pictures of an attendant working

MUSIC — Learn song — "The Gas Station Man" from *Music Around the Town*, Silver Burdett Co.

READING — Book from library: *About More Friendly Helpers*

FIELD TRIP — A visit to a near-by station

FILMSTRIP — "The Gas Station Attendant"

EARLY SECONDARY INTRODUCTION

Emphasis is placed on the community beyond the home and school at the early secondary level. The child is made aware of civic responsibility and community interaction through knowledge of community organizations and payment of taxes. At this point, the basic structural elements of government at local, state and national levels are considered in order to give the student some understanding of his responsibility as a voter. He comes to see himself as a citizen and a worker. He is made aware of social demands on the individual. Many opportunities are provided for the development and practice of requisite skills.

The student begins to prepare for the world of work. His skills in handling responsibility are expanded. He is introduced to the areas in which jobs are available, both within the city and in the surrounding areas. Then, the introduction of procedures for obtaining employment brings to the attention of the pupil the ultimate need to prepare for and secure employment.

Thus, the instruction at this level is a culmination of attitudes, values and skills which have been fostered earlier to help the student adjust to his environment and is also a springboard to the Senior High Occupational Education Program which is aimed at making him as totally self-sufficient as possible.

I — SELF-REALIZATION

A. *TO MAINTAIN SELF-DIRECTION:*

1. Importance of keeping one's word

   a. Recognition by peers and adults of dependability

   b. Promptness for appointments

   c. Truthfulness on employment and other applications

   d. Truthfulness in unpleasant circumstances

2. Relationship between one's actions and their consequences

   a. Friendly response elicited by friendly actions

   b. Hostility elicited by hostile actions

   c. Assumption of responsibility regardless of consequences

   d. Understanding of destruction which may occur as a result of certain actions

   e. Thinking before speaking or saying something unkind

   f. Attempting to rectify errors of judgment

3. Responsibility to society

   a. Personal support of rules and laws

   b. Positive attitudes toward civic duties

B. *TO BUILD AND STRENGTHEN THE CONCEPT OF A WORTHWHILE SELF:*

1. Evaluation and acceptance of one's own personal achievement and progress

2. Appreciation of one's own ancestry and heritage

3. Coping with previous unfavorable evaluation by parents, teachers, peers

4. Avoidance of "following the gang" by knowing various ways to say "No"

   a. Previous commitments

   b. Personal preferences

   c. Disadvantages of proposed behavior

C. *TO HAVE AN OPPORTUNITY TO PRACTICE DEVELOPED ABILITIES:*

1. Responsible handling of school equipment

2. Purchasing food

3. Purchasing clothing

4. Using public transportation

5. Participating in school functions

II — SOCIAL AWARENESS

A. *TO UNDERSTAND WHY GOOD SOCIAL RELATIONS ARE IMPORTANT:*

1. Social acceptance

   a. Obtaining a job

   b. Making and keeping friends

2. Interdependence of the individual and society

   a. Basic needs

      1. Food

      2. Shelter

      3. Clothing

      4. Communication

   b. Community facilities

      1. Parks

      2. Utilities

      3. Paved streets

B. *TO LEARN POISE AND PROPER BEHAVIOR IN SOCIAL SITUATIONS:*

1. Parties, entertaining

   a. Manners

   b. Restraint and decorum

   c. Suitable conversation

   d. Social participation (dancing)

2. Meetings

   a. Speaking at the right time

   b. Following rules of order

   c. Knowing why meetings are held

3. Job interviews

   a. Answering questions directly and concisely

   b. Asking questions courteously

4. Eating in restaurants

   a. Using a menu

   b. Tipping

   c. Calling waitress' attention

5. Visiting friends

   a. Invitation by a parent of one's friend

   b. Parent's permission

   c. Thank you note to friend's mother

   d. Privacy of hostess

      a. Avoid wandering through rooms

      b. Avoid opening drawers, doors, cupboards

C. *TO PRACTICE COURTESY IN DEALING WITH PEERS AND ADULTS:*

1. Use of greetings

   a. Good morning

   b. Good afternoon

   c. Good evening

2. Use of adult's name with "yes" or "no"

3. Appropriate reaction to others

   a. Admitting error

   b. Apologizing sincerely

   c. Being a modest winner and a gracious loser

D. *TO LEARN THE IMPORTANCE OF PERSONAL HYGIENE:*

1. Use of deodorant
2. Rotation of clothes
3. Oral hygiene — breath
4. Social implications
   a. Consideration of others
   b. Keeping friends

E. *TO PRACTICE PROPER SPEECH HABITS:*

1. Speaking in a pleasant, audible voice
2. Speaking in complete sentences
3. Standing and sitting straight
4. Establishing eye contact
5. Speaking in front of a group

F. *TO FAMILIARIZE CHILDREN WITH NEWSPAPERS:*

1. Content
   a. News
      (1) World news and headlines
      (2) Local news
   b. Editorial Page
   c. Women's page
      (1) Recipes
      (2) Housekeeping hints
   d. Personal problems
      (1) News Power
      (2) Dear Abby
   e. Vital statistics
      (1) Births
      (2) Licenses
      (3) Deaths
      (4) Accidents and alarms
   f. Classified ads
      (1) Buying and selling
      (2) Job opportunities
2. Use of paper
   a. General information
   b. Job opportunities
   c. Finding a place to live
   d. Buying and selling
      (1) Furniture
      (2) Pets
      (3) Instruments
      (4) Cars
      (5) Services
   e. Shopping aid
      (1) Grocery ads and weekly specials
      (2) Out-of-season sales

G. *TO LEARN HOW TO OBTAIN MAXIMUM BENEFITS OF BUS TRANSPORTATION:*

1. Using bus schedules
   a. Calculating time of arrival
   b. Changes in schedule
2. Using transfers
3. Using city map to locate bus routes
4. Taking wrong bus
   a. Stay on bus
   b. Consult driver

III — HUMAN RELATIONSHIPS

A. *TO ENCOURAGE SELF-DIRECTION TOWARD SOCIAL APPROVAL:*

1. Developing a personal code in conformity with society's laws

2. Learning various roles expected of one

   a. Appropriate sex role

      (1) Expression of courtesies toward girls and women

      (2) Reciprocal response to courtesies

   b. Appropriate behavior for different situations

3. Having concern for the welfare of others

4. Resolving unpleasant situations in a socially acceptable manner

5. Participating in groups — in and out of school

   a. "Give and take" in a friendship

   b. Doing things for others

   c. Controlling one's temper

B. *TO HELP THE CHILD TO BE SOCIALLY ACCEPTABLE WITHIN THE WORK COMMUNITY:*

1. Understanding the importance of a job to the community

   a. Realization of effect on the community without a particular job

   b. Implications of specialization for efficiency

2. Speaking to an employer on a job interview

3. Addressing superiors on the job

4. Taking orders and directions

5. Getting along with co-workers

6. Giving an honest day's work for a day's pay

7. Practicing safety on the job

   a. Carelessness

   b. Attention to task

   c. Concern for the welfare of others

C. *TO REALIZE THE RELATIONSHIP OF THE FAMILY TO THE COMMUNITY:*

1. Services received from the community

   a. Fire protection

   b. Police protection

   c. Care of streets

      (1) Repair

      (2) Cleaning

      (3) Snow plowing

   d. Utilities

      (1) Electricity

      (2) Water

      (3) Gas

      (4) Telephone

2. Payment of taxes to support community

   a. Pays city employees

   b. Buys equipment

   c. Highway construction

3. Civic Pride

   a. Joining in community projects

   b. Cooperation in block clubs

   c. Donating funds to community drives

D. *TO LEARN TO PRACTICE OBJECTIVITY IN EVALUATING HUMAN RELATIONS SITUATIONS:*

1. Differentiation between fact and opinion: knowledge versus hearsay

2. Possibility of misunderstanding

   a. Influence of one's own feelings in a situation

   b. Understanding the other person's point of view

3. Value of compromise

4. Problem solving

   a. Identification of problem

b. Ways to solve the problem

c. Consideration of good and bad points of each solution

d. Selection of best solution

E. *TO LEARN TO USE LEISURE TIME*:

1. Community facilities available

a. Museums

b. Art galleries

c. Libraries

d. Playgrounds

e. Parks

2. Activities in which one can engage

a. Hobbies

b. Picnics

c. Sports

d. Youth groups

IV — ECONOMIC EFFICIENCY

A. *TO INTRODUCE THE CONCEPT OF OBTAINING AND HOLDING A JOB*:

1. Advantages of work

a. Steady income

b. Necessities and luxuries

c. Social status

d. Independence

e. Contribution to the community — products and services

2. Realization of own job capabilities

a. Mental abilities

b. Physical abilities

c. Jobs available

(1) Dishwasher

(2) Service station attendant

(3) Housework

(4) Waitress

(5) Nurse's aide

(6) Assistant to various skilled laborers

3. Areas of work opportunities

a. Milling industries

(1) Steel

(2) Grain

b. Dockworker

c. Harvesting

(1) Seasonal

(2) Transportation provided

B. *TO FURTHER THE CONCEPT OF MONEY VALUE*:

1. Shopping wisely

a. Shopping by comparison

b. Relying on large chain stores

c. Choosing brand names

d. Consulting newspaper ads in advance of grocery shopping

e. Distinguishing between perishable and non-perishable items

f. Saving over a period of time for large articles

g. Using yellow pages in the phone book

(1) Classified under products or services

(2) Alphabetical order

2. Consequences of poor management

a. Overpurchasing

b. Credit buying

(1) Extra expense of buying on time

(2) Types of installment plans

(a) Lay-a-way

(b) 30-day

c. Running out of money toward end of period

d. Inability to meet payments

3. Ethical and obligatory values of money

a. Using money for necessities before luxuries

b. Saving money for an emergency

c. Paying contracted debts

d. Donating to charitable organizations

C. *TO UNDERSTAND WHY AND HOW PEOPLE PAY TAXES:*

1. Why people pay taxes

a. Government support

b. Defense

c. Education

d. Welfare

e. Public works

2. How paid

a. Income tax

(1) Paid yearly

(2) Based on salary earned

b. Sales tax

(1) Purchases other than food

(2) Rate of tax

D. *TO LEARN HOW TO PURCHASE AND CARE FOR CLOTHING:*

1. Shopping for clothing

a. Size and measuring

(1) Men's

(2) Women's

(3) Children's

(4) Shoes

(5) Head size

b. Material

c. Suitability and taste

(1) Seasonal requirements

(2) Color

(3) Style

(4) Fad clothing

2. Caring for clothing

a. Reading material labels

b. Following manufacturer's cleaning directions

E. *TO EXPAND KNOWLEDGE OF TYPES OF BUILDINGS:*

1. Kinds of homes

a. Apartments

b. Individual dwellings

c. Location

d. Rental versus ownership

2. Public buildings and locations

a. City Hall

b. Telephone Building

c. Social Security Office

d. Unemployment Office

e. City Court

f. State Office Building

3. Utilities

a. Types

(1) Water

(2) Electricity

(3) Gas

(4) Telephone

b. Where and how paid

c. Careful use of utilities

F. *TO LEARN TO UTILIZE MODES OF TRANSPORTATION EFFICIENTLY:*

1. Obtaining tickets, reservations
    a. Bus
    b. Plane
    c. Train
    d. Boat
2. Using road maps on auto trips
    a. Reading map correctly
    b. Planning route
        (1) Use of state highways
        (2) Scenic routes
        (3) Accomodations
3. Using a map of New York State
    a. Major cities
    b. Physical features of the state
    c. Historic sites
    d. State Parks
    e. Boundaries
    f. Waterways
        (1) St. Lawrence Seaway
        (2) Erie Barge Canal

G. *TO LEARN ABOUT GOVERNMENT OFFICIALS:*

1. City
    a. Mayor
    b. Council
    c. Courts
        (1) City
        (2) Family
2. State
    a. Governor
    b. Legislature
        (1) Senate
        (2) Assembly
    c. Courts
3. Nation
    a. President
    b. Congress
        (1) Senate
        (2) House of Representatives
    c. Supreme Court

AN EARLY SECONDARY LESSON PLAN

General Objective: To learn to practice objectivity in evaluating human relations situations.

Specific Objective: To consider ways to solve a problem.

Materials: Sign with a question mark, sign saying "25 more shopping days 'til Christmas" calendar, transparency chart to project on chalkboard, overhead projector.

Motivation: 1. Place the question mark sign up.

2. Have a child make a T. V. announcement saying "Only 25 more shopping days 'til Christmas."

Procedure: 1. Present the problem — Pupils need money for parents' Christmas gifts. How are they going to obtain it?

2. Let the class decide on a possible range of cost.

3. Have the children count the shopping days on the calendar to reenforce the time concept.

4. Discuss ways to obtain money. List these ways on a chart projected on the chalkboard.

5. Consider good and bad points to obtain insight into various solutions.

Summary: Have child read solutions on chart (chalkboard)
Remind class of time and cost limitations

Evaluation: Have children write on paper each one's choice of the best solutions and give a reason for the choice.
Collect to tabulate for next day.

Possible Correlations:

ARITHMETIC — Problem solving to reach a solution
Computing amount to be saved daily or weekly

LANGUAGE ARTS — Consulting ads and catalogues
Phoning for information about proposed gift
Placing order by letter or phone call
Learning to spell related vocabulary

ART — Illustrate jobs by which they can earn money

CROSS REFERENCE TO CONTENT

CLOTHING

Care and identification of clothing	9
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Requisites of good grooming	16, 25
Clothes suitable for an occasion	16
What clothing is made of	20
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FOOD

Names of food	11
How we get food	13
Preparing simple dishes	16
How food is processed	19, 20
Use of newspaper ads	25
Shopping in food chains	5, 27

JOBS

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Obtaining a job	27
Social acceptability in the work community	26
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RECREATION

Family fun	13
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SHELTER

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Materials used in constructing a house	20
Types of buildings	28

TRANSPORTATION AND COMMUNICATION

Using the telephone	10
Using school bus transportation	11
Modes of transportation	11, 17
Telephone courtesy	17
City-wide transportation	17
Mass media	17
Services of the post office	20
Using a newspaper	17, 25
Obtaining maximum benefits of bus transportation	25
Community services	19
Utilizing modes of transportation	29

SUGGESTED ACTIVITIES

1. Role-playing pantomime
2. Puppet shows
3. Sociodrama
4. Assembly programs
5. Conducting "clean-up" campaigns
6. Cooking simple dishes, meals
7. Planning various types of parties
8. Inviting resource people to speak
9. Counting and using money in actual situations
10. Using the teletrainer
11. Simple crafts and weaving
12. Starting a hobby
13. Leading rhythmic games
14. Building a play store, house, etc.
15. Taking field trips: bus trips, community developments within the neighborhood, restaurants, dairy farm, etc.
16. Making models of clay, papier maché, plaster, etc.
17. Making posters, murals
18. Collecting pictures of food, clothing, types of jobs
19. Compiling booklets
20. Dressing dolls in representative clothing
21. Making salt maps of neighborhood, state, etc.
22. Writing and illustrating own stories
23. Drawing stories for "TV sequences"
24. Constructing large dioramas and shoebox dioramas
25. Filling out forms and applications
26. Using newspapers, catalogues, phone book to find information
27. Reading bus schedules
28. Writing experience charts
29. Using films, filmstrips, opaque projector
30. Using tape recorder, records
31. Using transparencies, overlays of charts and figure illustrations
32. Flannelboard stories
33. Puzzles
34. Educational games
35. Singing activities
36. Related reading — stories, poems
37. Choral speaking
38. Establishing activity corners